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ABSTRACT

The scope and sequence format for foreign language instruction in Waukesha, Wisconsin's public schools is presented. It charts the specific concepts, skills, and objectives to be included in foreign language exploration (FLEX) courses and courses in French, German, Latin, and Spanish at each of five levels. Each concept, skill, and objective is accompanied by a notation of whether it is to be introduced, emphasized, introduced and emphasized, reviewed, or applied (generalized) at that level. (MSE)

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# FOREIGN LANGUAGE SCOPE AND SEQUENCE

by

Patrick Raven

And Others

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SCHOOL DISTRICT OF WAUKESHA

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CITY AND TOWN OF BROOKFIELD  
222 Maple Avenue  
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TO: DEPARTMENT CHAIRS  
COORDINATORS

FROM: LARRY TUTEWOHL

RE: SCOPE AND SEQUENCE CODE

DATE: MAY 14, 1986

Proposed code for the K-12 scope and sequence format:

I = Introduce

E = Emphasize

I-E = both

R = Review

A = Apply

I: Introduce - First formal instruction in a topic.

E: Emphasize - Extensive exploration of a topic.

I-E: Introduce and Emphasize - To be used when a topic is both  
introduced and emphasized in the  
same year.

R: Review - Reteaching of a topic before the application of this  
topic to another area.

A: Apply - Apply means to use the skill with little review.

km

**EXPLORING  
FOREIGN  
LANGUAGES  
(FLEX)**

SCHOOL DISTRICT OF WAUKESHA  
Waukesha, Wisconsin

FOREIGN LANGUAGE	
<p><b><u>Concept</u></b></p> <p>Every student needs the opportunity to develop an appreciation for and to experience vicariously different cultures of the world.</p> <p><b><u>Skills/Objectives</u></b></p> <p>The learner will be provided opportunities to discover new cultures through the exploration of:</p> <ol style="list-style-type: none"><li>1. Cultural Background<ol style="list-style-type: none"><li>a. French</li><li>b. German</li><li>c. Latin</li><li>d. Spanish</li></ol></li><li>2. Cross-cultural Comparison<ol style="list-style-type: none"><li>a. French</li><li>b. German</li><li>c. Latin</li><li>d. Spanish</li></ol></li></ol>	<p>Exploring Foreign Languages (FLEX)</p> <p>I</p> <p>I</p>

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	Exploring Foreign Languages (FLEX)
<p><b><u>Concept</u></b></p> <p>Since language is the principal vehicle of culture, understanding languages is of the utmost importance.</p> <p><b><u>Skills/Objectives</u></b></p> <p>The learner will be provided opportunities to understand and practice new language sounds and vocabulary within:</p> <ol style="list-style-type: none"> <li>1. Selected functional vocabulary               <ol style="list-style-type: none"> <li>a. French</li> <li>b. German</li> <li>c. Latin</li> <li>d. Spanish</li> </ol> </li> <li>2. Vocabulary within a cultural context               <ol style="list-style-type: none"> <li>a. French</li> <li>b. German</li> <li>c. Latin</li> <li>d. Spanish</li> </ol> </li> </ol>	<p>I</p> <p>I</p>

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	
<p><u>Concept</u></p> <p>Each student will become aware of the role of foreign languages in career options.</p> <p><u>Skills/Objectives</u></p> <p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Learn more about themselves and their career opportunities</li> <li>2. Identify a variety of occupations which require knowledge of a foreign language.</li> </ol>	<p>Exploring Foreign Languages (FLEX)</p> <p>I</p> <p>I</p>

**FRENCH**



# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

Verbs and words order form the base of a system which can be used for comprehension in the modes of listening, speaking, reading, and writing.

#### Skills/Objectives

The learner will demonstrate familiarity with:

1. Future expressed by present plus adverb
2. Present tense of ER verbs
3. Present tense of faire, aller, être, and avoir
4. Ne...pas
5. Interrogative sentences
6. The immediate future
7. Selected questions in the passé composé
8. Jouer à/Jouer de
9. Je/Vous pairs of selected irregular verbs
10. Imperatives in the classroom
11. Present tense of IR/RE verbs
12. Common irregular verbs
13. Expressions with avoir
14. Venir de + infinitive
15. Passé Composé
16. Conditional forms of vouloir and pouvoir
17. Savoir/Connaitre
18. Recognition knowledge of imperfect
19. Common stem - changing verbs
20. Imperfect
21. Imperfect/Passé Composé
22. Future
23. Conditional

FRENCH I

FRENCH II

FRENCH III

FRENCH IV

FRENCH V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV
				FRENCH V
<b><u>Skills/Objectives</u></b> (continued)				
24. Reflexives			I-E	R
25. Special uses of the future			I-E	E
26. Present subjunctive				I-E
27. Present tense plus depuis, il y a, ça fait .				I-E
28. Compound tenses				I-E
29. Present participle				I-E
30. Passé simple				I-E
31. Verbs requiring special prepositions				I-E
32. Passive voice				I-E
33. Past subjunctive				I-E
34. Special constructions with infinitives				I-E
35. Infinitive and perfect infinitive				I-E

## **Waukesha, Wisconsin**

FOREIGN LANGUAGE

Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.

The learner will demonstrate familiarity with:

1. Singular and plural of nouns
2. Definite articles
3. Indefinite articles
4. Subject pronouns
5. Possessive adjectives
6. Contractions with à and de
7. Formation of regular adjectives
8. Basic prepositions
9. Adverbs of quantity, degree, and time
10. C'est, Ils sont, Ce sont
11. Interrogative expressions
12. Que veut dire?/Comment dit-on?
13. Geographical expressions
14. Il faut plus infinitive
15. Irregular adjectives
16. Demonstrative adjectives
17. Tout and its forms
18. Comparative and superlative of adjectives
19. Partitive
20. Il y a / Y a-t-il?
21. Direct and indirect object pronouns
22. Y and En
23. Negative expressions
24. Basic adverbs
25. Qu'est-ce qu'il y a?

FRENCH I

FRENCH II

### FRENCH III

## FRENCH IV

FRENCH V

[illegible]

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I I I I I

A A A A A A A A A A R R R R R R E E E E E

[illegible][illegible]

## Haukesha, Wisconsin

## FOREIGN LANGUAGE

## FRENCH I

## FRENCH II

### FRENCH III

## FRENCH IV

## FRENCH V

**Skills/Objectives** (continued)

26. Double object pronouns
27. Comparative and superlative of adverbs
28. Transitional words
29. Qui/Que
30. Ce qui/ce que
31. Expressions with depuis
32. Interrogative pronouns
33. Negative - advanced expressions
34. Relative pronouns (dont, lequell.)
35. Possessive pronouns
36. Casualty phrases

I-E	R	A
I-E	R	A
I-E	R	A
I-E	R	A
I-E	R	A
	I-E	A
	I-E	A
	I-E	A
		I-E
		I-E
		I-E

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE		FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
<p><b><u>Concept</u></b></p> <p>A varied repertoire of vocabulary topics is integral to communication in every day situations.</p>						
<p><b><u>Skills/Objectives</u></b></p> <p>The learner will demonstrate an understanding of the following vocabulary topics:</p> <ol style="list-style-type: none"> <li>1. Interjections, fillers, rejoinders</li> <li>2. Health</li> <li>3. Greetings (Ça va)</li> <li>4. Leave-takings</li> <li>5. Alphabet</li> <li>6. Cardinal and ordinal number</li> <li>7. Colors</li> <li>8. Personal activities</li> <li>9. Classes and courses</li> <li>10. Weather</li> <li>11. Time</li> <li>12. Age</li> <li>13. Days of week</li> <li>14. Months</li> <li>15. Seasons</li> <li>16. Family/pets/animals</li> <li>17. Nationalities/countries</li> <li>18. Body parts</li> <li>19. Classroom objects</li> <li>20. Health and well being</li> <li>21. Professions</li> <li>22. Post office</li> </ol>		<p>I</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I</p> <p>I</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>E</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>E</p> <p>I-E</p> <p>I</p> <p>I</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>R</p> <p>R</p> <p>R</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE					FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
<b><u>Skills/Objectives</u></b> (continued)									
23.	Social encounters					I	E	A	A
24.	Rooms of the house					I	E	A	A
25.	Daily activities					I-E	R	A	A
26.	Personal information					I-E	R	A	A
27.	Recreational pursuits					I-E	R	A	A
28.	Shopping					I-E	R	A	A
29.	Ordering a meal					I-E	R	A	A
30.	Check cashing/money exchanging					I	E	R	A
31.	Passing through customs					I	E	R	A
32.	Public transportation					I	E	R	A
33.	How to make a phone call					I	E	R	A
34.	Asking for and following directions					I	E	R	A
35.	Meals and food					I	E	R	A
36.	Clothing					I	E	R	A
37.	Making an appointment					I	E	R	A
38.	Holidays						I	A	A
39.	Getting a hotel room						I	E	A
40.	Relationships						I	E	A
41.	Residences						I	E	A
42.	Pastimes						I	E	A
43.	Personal interests						I	E	A
44.	Opinions						I	E	A
45.	Daily routine						I	R	A
46.	Leisure activities						I-E	R	A
47.	Geography						I-E	R	A
48.	Feelings							I	A

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV
				FRENCH V
<b><u>Skills/Objectives</u></b> (continued)				
49. Current events				I
50. Intellectual pursuits				I
51. Art terms				I-E
52. Advanced food				I-E
53. Advanced body parts				I-E
54. Reading selections				I-E
55. Politics				I-E
56. Literary terms				I-E
57. Connectors in composition				I-E

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE					
<u>Concept</u>					
The communicative process of French involves listening, speaking, reading, and writing effectively in a wide variety of situational contexts.					
<u>Skills/Objectives</u>					
The learner will demonstrate an ability to:					
1. Respond to basic questions in class	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
2. Repeat basic questions	I-E	A	A	A	A
3. Recite sequences	I-E	A	A	A	A
4. Respond to visual cues	I-E	A	A	A	A
5. Recite cultural materials	I-E	A	A	A	A
6. Seek information	I-E	A	A	A	A
7. Express emotions	I-E	A	A	A	A
8. Express confusion	I-E	A	A	A	A
9. Follow directions	I-E	A	A	A	A
10. Make excuses	I-E	A	A	A	A
11. Ask permission	I-E	A	A	A	A
12. Use appropriate greeting and leave-takings	I-E	A	A	A	A
13. Use typical French names and titles appropriately	I-E	A	A	A	A
14. Give personal information in one-or-two sentence sequences	I-E	A	A	A	A
15. Manipulate memorized materials to fit the situation	I-E	A	A	A	A
16. Give one-sentence description of items	I-E	A	A	A	A
17. Express likes and dislikes and respond to others' likes and dislikes	I-E	A	A	A	A
18. Write short descriptions given a topic or visual aid	I-E	A	A	A	A
19. Make simple inquiries orally	I-E	I-E	A	A	A
20. Gather information in reading or orally	I-E	I-E	A	A	A
21. Complain and refuse politely	I-E	I-E	A	A	A
22. Give more extended personal information	I-E	I-E	A	A	A
23. Express physical discomfort and needs	I-E	I-E	R	A	A
24. Request help	I-E	I-E	R	A	A
25. Buy food items	I-E	I-E	R	A	A



# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Skills/Objectives

26. Buy survival items
27. Use a variety of social expressions
28. Issue and react to simple invitations
29. Arrange a meeting with someone
30. Understand questions about themselves
31. Ask others for more detailed information
32. Recount a sequence of events that happened to them or someone else
33. Discuss plans for a future event
34. Summarize a movie, TV program, book, magazine article, etc.
35. Discuss current events
36. Suggest alternatives
37. Influence/encourage someone to do something
38. Seek explanations for the unexpected

FRENCH I

FRENCH II

FRENCH III

FRENCH IV

FRENCH V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

Culture is an integral part of learning a foreign language.

#### Skills/Objectives

The learner will develop a familiarity with:

1. Greetings, friendship levels
2. French names (plurals, nicknames)
3. Daily routine
4. Pastimes and hobbies
5. Dates, time (24 hour clock)
6. Numbers - French fashion
7. Geographical information
8. Songs, poems, proverbs, sayings
9. Customs, post office, public services
10. Getting help
11. Slang
12. Street signs and transportation
13. How to react in situations
14. Shopping/dining
15. Famous landmarks, cities
16. Holidays and customs
17. Media
18. Typical reading material
19. Travel
20. Family and personal relationships
21. Work situations
22. Etiquette
23. Daily life

FRENCH I

FRENCH II

FRENCH III

FRENCH IV

FRENCH V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV
				FRENCH V
<b><u>Skills/Objectives</u></b>				
24. Educational system				I-E A
25. Current events				I-E A
26. Politics				I-E A
27. Fashion				I-E A
28. Mores of the Middle Ages				I-E I-E
29. Mores of the Renaissance				I-E I-E
30. Mores of the Classical Period 17th Century				I-E I-E
31. Causes (social) of the French Revolution				I-E I-E
32. Art - impressionism				I-E I-E
33. Music - influences of the times				I-E I-E
34. Understanding history and its effects on literature - Middle Ages thru 19th century				I-E I-E

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE		FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
<p><b><u>Concept</u></b></p> <p>Career development education is a process that enables students to learn more about themselves and their career options.</p>						
<p><b><u>Skills/Objectives</u></b></p> <p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Identify a wide variety of occupations.</li> <li>2. Explain how education and work are interrelated.</li> <li>3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.</li> <li>4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.</li> <li>5. Explore occupations to provide information on which to base vocational and educational decisions.</li> <li>6. Demonstrate an understanding that knowledge of French will enhance one's chances of being hired for a job.</li> <li>7. Demonstrate an understanding that knowledge of French will make available opportunities for employment in French-speaking countries.</li> <li>8. Demonstrate an awareness that certain jobs require a knowledge of French.</li> <li>9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of French.</li> <li>10. Demonstrate an understanding that the study of French in high school can directly affect the number of credits earned in college by means of retroactive credit for French.</li> </ol>		I I I  I  I  I  I  I  I	R R R  R  R  R  R  R  R	R R R  R  R  R  R  R  R	R R R  R  R  R  R  R  R	R R R  R  R  R  R  R  R

**GERMAN**

## Haukesha, Wisconsin

## FOREIGN LANGUAGE

Verbs and word order form the base of a system which can be used for comprehension in the modes of listening, speaking, reading, and writing.

The learner will demonstrate familiarity with:

1. Future time expressed by present tense and adverb.
2. Gern with verbs
3. Past time expressed by present tense + schon.
4. Present tense forms of selected irregular verbs
5. Present tense of modals with infinitive and möchten
6. Reacting to imperatives in the classroom
7. Kennen/Wissen
8. Present tense of common verbs
9. Selected present-perfect constructions to express past actions
10. Word order for statements, questions and commands
11. Verbs with separable prefixes in the present tense
12. Schon...seit construction to express past action continuing into the present
13. Imperatives
14. Future with werden
15. Present perfect tense of all verbs including modals
16. Dative of interest
17. Reflexive verbs
18. Mögen vs. gern construction
19. Indirect objects
20. Lassen construction
21. Other auxiliary verbs + zu
22. Um-zu construction
23. Word order of direct and indirect object pronouns
24. Imperfect tense
25. Past-perfect tense
26. Relative clauses

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GERMAN II

GERMAN III

GERMAN TV

GERMAN V

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**Hauksa, Wisconsin**

FOREIGN LANGUAGE

27. Wurde construction
28. Subjunctive of verbs
29. Passive voice
30. Nicht brauchen + zu as a negation of "müssen"

49)

## FOREIGN LANGUAGE

**Concept**

Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.

**Skills/Objectives**

The learner will demonstrate familiarity with:

1. Adjectives following the verb sein
2. Omission of articles
3. Nouns with definite and indefinite articles in the nominative and accusative
4. Personal pronouns in the nominative
5. Possessive adjectives in the nominative
6. Pronouns in the accusative
7. Interrogatives
8. Negation with nicht and kein
9. Appropriate adverbs
10. Coordinating conjunctions
11. Isolated dative constructions
12. Time expressions
13. Accusative prepositions
14. Nouns with definite and indefinite articles in the dative
15. Imperfect tense of sein, haben
16. Dative and two-way prepositions
17. Subordinating conjunctions
18. Uses of als/wenn vs. wann
19. Superlative forms of adjectives and adverbs
20. Comparative forms of adjective and adverbs
21. Wo and da compounds
22. Adjective endings
23. Relative pronouns
24. Ein words used as pronouns
25. Genitive case

GERMAN I

GERMAN II

GERMAN III

GERMAN IV

GERMAN V

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FOREIGN LANGUAGE				
GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
<p><b><u>Skills/Objectives</u></b> (continued)</p> <p>26. Genitive prepositions</p> <p>27. Indefinite relative pronoun was</p> <p>28. Prepositions with relative pronouns</p> <p>29. Nouns declined as adjectives</p> <p>30. Es steht</p>				
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## Haukesha, Wisconsin

## FOREIGN LANGUAGE

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV
<b><u>Skills/Objectives</u></b> (continued)				
26. Points of the compass		I	A	A
27. Names of neighboring countries		I	A	A
28. Humankind		I	R	A
29. Transportation		I	R	A
30. Vocabulary building: Word families		I	R	A
31. Hobbies		I	R	A
32. Es gibt		I	R	A
33. Inhabitants of cities and countries			I	A
34. Languages			I	A
35. Expressions of personal hygiene			I	A
36. Prefix un-				R
37. Suffixes -los, -heit, -ung, -keit, -lich				R
38. Nicht brauchen zu				I
39. Business and technical language				I-E
40. Formal language and appropriate gestures				I-E

## Haukesha, Wisconsin

## FOREIGN LANGUAGE

**Culture is an integral part of learning a foreign language.**

The learner will develop a familiarity with:

1. Proverbs
2. Names and titles
3. Sports
4. Polite and familiar address
5. Capitalizing nouns
6. Rhymes and sayings
7. Letter writing including capitalization of Du, Dein
8. Phone numbers
9. German-speaking countries
10. Hiking and walking
11. Currency
12. Courtesy expression
13. Using the telephone
14. Marktplatz
15. Handshake
16. Greetings
17. Holidays
18. German food
19. German school system
20. Basic geographical terms about German-speaking countries
21. 24-hour clock
22. Expressing personal needs
23. Folk songs and contemporary songs
24. Opening and closing times
25. Flavoring words (na, ja, denn, mal, doch, etc.)
26. Eating establishments/Konditorei

## GERMAN I

## GERMAN II

GERMAN III

GERMAN IV

**GERMAN V**

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## Waukesha, Wisconsin

## FOREIGN LANGUAGE

27. Table setting, table manners
28. Kaffeetrinken
29. Metric measures of volume and weight
30. Naturalness in nutrition and health
31. Transportation
32. Geography
33. Landkarte, Stadtplan
34. Polite commands
35. Dialects
36. University and vocational education
37. Newspapers and magazines
38. Postal System
39. Readings and audio-visual presentation
40. Music, history, literature, science, art
41. Drivers Education
42. Business and technical correspondence

GERMAN I

GERMAN II

GERMAN III

GERMAN IV

GERMAN V

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## Haukesha, Wisconsin

## FOREIGN LANGUAGE

GERMAN I

## GERMAN II

## GERMAN LIII

## GERMAN IV

GERMAN: V

### **Skills/Objectives** (continued)

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 25. Cash a check and change money   | I-E | R   | A   | A   |
| 26. Use a variety of more sophisticated social expressions                        | I-E | R   | A   | A   |
| 27. Arrange a meeting with someone at a specific time, place, and date            | I-E | R   | A   | A   |
| 28. Understand extended questions about self                                      |     | I-E | A   | A   |
| 29. Recount a sequence of events that happened to him/her or someone else         |     | I-E | A   | A   |
| 30. Discuss plans for a future event  |     | I-E | A   | A   |
| 31. Understand others' accounts of events, etc.                                   |     | I-E | A   | A   |
| 32. Influence or encourage someone to do something                                |     | I-E | A   | A   |
| 33. Give extended responses and comments to questions or topics                   |     | I-E | R   | A   |
| 34. Discuss current events and express a reaction to them in simple factual terms |     |     | I-E | A   |
| 35. Suggest alternatives and options to a situation                               |     |     | I-E | A   |
| 36. Seek explanations for the unexpected  |     |     | I-E | A   |
| 37. Summarize a movie, TV program, book, magazine article, etc.                   |     |     |     | I-E |

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE		GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
<p><b><u>Concept</u></b></p> <p>Career development education is a process that enables students to learn more about themselves and their career options.</p>						
<p><b><u>Skills/Objectives</u></b></p> <p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Identify a wide variety of occupations.</li> <li>2. Explain how education and work are interrelated.</li> <li>3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.</li> <li>4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.</li> <li>5. Explore occupations to provide information on which to base vocational and educational decisions.</li> <li>6. Demonstrate an understanding that knowledge of German will enhance one's chances of being hired for a job.</li> <li>7. Demonstrate an understanding that knowledge of German will make available opportunities for employment in German-speaking countries.</li> <li>8. Demonstrate an awareness that certain jobs require a knowledge of German.</li> <li>9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of German.</li> <li>10. Demonstrate an understanding that the study of German in high school can directly affect the number of credits earned in college by means of retroactive credit for German.</li> </ol>						
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**LATIN**

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FOREIGN LANGUAGE									
<u>Concept</u>					LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Formation and usage of verbs and related parts of speech as well as word order are needed for language mastery.									
<u>Skills/Objectives</u>									
The learner will demonstrate familiarity with the use of:									
1. Formation of positive adverbs	I	E	R	A	A				
2. Verb conjugations 1st and 2nd	I-E	R	R	A	A				
3. Person and number of verbs	I-E	R	R	A	A				
4. Active voice of verbs	I-E	R	R	A	A				
5. Indicative and imperative moods	I-E	R	R	A	A				
6. Present imperfect, future, perfect, pluperfect and future perfect tenses	I-E	R	R	A	A				
7. Verbs at the end of the sentence except to form a question	I-E	R	R	A	A				
8. Imperative verbs at the beginning of a sentence	I-E	R	R	A	A				
9. Being and linking verbs in the middle of a sentence	I-E	R	R	A	A				
10. Adverbs precede verbs	I-E	R	R	A	A				
11. Infinitives precede main verbs	I-E	R	R	A	A				
12. Forms of sum and possum	I-E	R	R	A	A				
13. Formation and usage of infinitives	I	E	R	R	A				
14. Verb conjugations 3rd and 4th		I-E	R	A	A				
15. Passive voice of verbs		I-E	R	A	A				
16. Irregular and deponent verbs		I	E	R	A				
17. Formation of comparative and superlative adverbs		I	E	R	A				
18. Formation and usage of participles		I	E	R	A				
19. Subjunctive mood		I-E	R	R	A				
20. Formation and usage of gerunds			I-E	R	A				
21. Formation and usage of gerundives			I-E	R	A				
22. Supine			I	E	R				

## FOREIGN LANGUAGE

Concept

Development and control of the parts of speech--conjunctions, exclamations, and prepositions, are an integral part of language learning.

Skills/Objectives

The learner will demonstrate a familiarity with:

1. Exclamations
2. Accusative prepositions
3. Ablative prepositions
4. Coordinating conjunctions
5. Subordinating conjunctions

LATIN I

LATIN II

LATIN III

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LATIN V

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## FOREIGN LANGUAGE

**Concept**

Formation and usage of nouns and related parts of speech as well as word order are needed for language mastery.

**Skills/Objectives**

The learner will demonstrate familiarity with use of:

1. Vocative case and usage
2. Demonstrative, intensive, personal, possessive, interrogative, reflexive and indefinite pronouns
3. First, second and third declension noun and adjective endings
4. Agreement of nouns and adjectives in gender and number
5. Nominative case and usage
6. Genitive case and usage
7. Dative case and usage
8. Accusative case and usage
9. Ablative case and usage
10. Size and number adjectives before nouns - all others follow nouns
11. Subject at the beginning of the sentence
12. Accusative case before the verb
13. Indirect object before the direct object
14. Pronouns follow rules of nouns
15. Vocatives always second in a sentence
16. Appositives immediately follow the noun they further explain
17. Demonstrative, intensive, indefinite, interrogative, reflexive and irregular adjectives
18. Fourth and fifth declension noun and adjective endings
19. Pronoun endings and usage
20. Locative case and usage
21. Irregular nouns and adjectives
22. Special adjectives
23. Degrees of comparative and superlative adjectives
24. Degrees of comparative and superlative irregular adjectives
25. Relative pronouns and antecedents

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LATIN V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE		LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
<p><b><u>Concept</u></b></p> <p>Formation and usage of various grammatical structures are integral to language learning.</p>						
<p><b><u>Skills/Objectives</u></b></p> <p>The learner will demonstrate a familiarity with:</p> <ol style="list-style-type: none"> <li>1. Indicative clauses</li> <li>2. Indirect statement</li> <li>3. Ablative absolutes</li> <li>4. Subjunctive clauses</li> <li>5. Participial phrase</li> <li>6. Infinitive phrase</li> <li>7. Gerund phrase</li> <li>8. Gerundive phrase</li> </ol>		I	E I I I I I-E	R E E E E R I-E I-E	R R R R R R R	A A A A A A A A

## FOREIGN LANGUAGE

Concept

A varied repertoire of vocabulary is essential to use of the Latin language and is seasoned by idiomatic expressions.

Skills/Objectives

The learner will demonstrate an understanding of the following vocabulary topics:

1. Word families
2. Loan words
3. Abbreviations
4. Suffixes, prefixes, root words for forming words in Latin and English
5. Word derivation
6. Proverbs/aphorisms
7. Knowledge of base words as formation for idiomatic expressions.

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## FOREIGN LANGUAGE

**Concept**

The communicative process of Latin involves listening, speaking, reading, and writing effectively in a wide variety of situational contexts.

**Skills/Objectives**

The learner will demonstrate an ability to:

1. Use correct pronunciation and alphabet
2. Understand syllabication
3. Recognize names
4. Use dialogues
5. Express classroom directions and expressions
6. Practice patterns
7. Translate Latin to English and English to Latin
8. Respond orally and in written form to various questions
9. Recite rhymes, songs, and games
10. Use appropriate greetings and farewells
11. Use numbers

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## FOREIGN LANGUAGE

**Concept**

Culture is an integral part of learning Latin.

**Skills/Objectives**

The learner will develop a familiarity with:

## I. History

- A. Birth of Rome
- B. General Overview 753 BC - 476 AD
- C. Caesar's Days
- D. Republic vs. Empire
- E. The Empire
- F. Cicero's Days
- G. Historians
- H. The Augustan Age
- I. Etruscans

## II. Geography

- A. Italy
- B. Cities
- C. Conquests

## III. Contributions to Western Civilization

- A. Government - Politics
- B. Architecture and Engineering
- C. Law
- D. Mythology
- E. Romance languages and English
- F. Famous Romans
- G. Philosophy
- H. Theatre and Drama

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## FOREIGN LANGUAGE

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LATIN IV

LATIN V

Skills/Objectives (continued)

## IV. Other

- A. Military
- B. Calendar
- C. Family
- D. Weather
- E. Clothing
- F. Colors
- G. Body parts
- H. Slavery
- I. Sports
- J. Religion
- K. Society
- L. Education
- M. Seasons, Days, Months
- N. Influence of Rome on other cultures
- O. House
- P. Numbers
- Q. Holidays

## V. Latin Today

- A. Proverbs, mottoes
- B. Abbreviations
- C. Environment
- D. Archeology
- E. Education
- F. Social issues
- G. Advertising

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## FOREIGN LANGUAGE

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LATIN IV

LATIN V

**Skills/Objectives** (continued)

## VII. Literature

- A. Myth, legend, fables
- B. Prose
- C. Satire
- D. History
- E. Philosophy
- F. Drama
- G. Poetry
- H. Letters
- I. Late Latin Period
- J. Medieval Period
- K. Modern Period

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## FOREIGN LANGUAGE

**Concept**

Many jobs are enhanced by a knowledge of Latin.

**Skills/Objectives**

The learner will:

1. Identify occupations which have a direct need of Latin terms including law, medicine, pharmacy, engineering, veterinary science, music, acting.
2. Show value of Latin as background for vocabulary as well as use in writing and speaking skills.
3. Communicate verbal skills learned in Latin that are applicable to a variety of career options.
4. Understand that three years of Latin will satisfy the entrance requirements for most colleges.
5. Understand that the study of Latin in high school can directly affect the number of credits earned in college by means of retroactive credit for Latin.

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**SPANISH**

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE		SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
<p><b><u>Concept</u></b></p> <p>Verbs and word order form the basis of a system which can be used for comprehension in the modes of listening, speaking, reading and writing.</p>						
<p><b><u>Skills/Objectives</u></b></p> <p>The learner will demonstrate familiarity with:</p> <ol style="list-style-type: none"> <li>1. Word order and intonation in declarative and negative sentences</li> <li>2. Present tense of selected irregular verbs--ser, estar, ir, tener, saber, salir, decir, venir, hacer, dar</li> <li>3. Present tense of commonly used, regular -ar, -er, -ir verbs</li> <li>4. Word order and intonation in yes/no and information questions</li> <li>5. Present tense of selected stem-changing verbs</li> <li>6. Selected forms of certain verbs--llamarse (me llamo, te llamas, se llama), gustar (me gusta, te gusta, le gusta, me gustaria, te gustaria), permitir (me permite), sentir (lo siento)</li> <li>7. Selected forms of verbs expressing agreements and disagreements--estar de acuerdo, dudario</li> <li>8. Differences between jugar and tocar</li> <li>9. Infinitive used after conjugated verbs</li> <li>10. Preterit of regular verbs</li> <li>11. Use of imperatives in the classroom</li> <li>12. Memorized automatic pairs of future, using ir + a + infinitive</li> <li>13. Present tense + adverbs to indicate futurity</li> <li>14. Memorized or automatic pairs of regular preterit of commonly used -ar, -er; ir verbs</li> <li>15. Formal commands</li> <li>16. Present tense of common reflexive verbs to give personal information, common stem-changing verbs, common irregular verbs</li> <li>17. Acabar de + infinitive</li> <li>18. Differences between saber and conocer</li> </ol>		<p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p>	<p>E</p> <p>E</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p> <p>I-E</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Skills/Objectives (continued)

19. Differences between ser and estar
20. Forms of gustar, faltar, doler
21. Imperfect tense
22. Polite verb forms--pudiera, le gustaria, quisiera
23. Recognition knowledge of: pluperfect, present progressive, past progressive, future
24. Irregular verbs not covered in Levels I and II in present, preterit, and imperfect
25. Differences between imperfect and preterit
26. Present-perfect tense
27. Impersonal se
28. Passive se
29. Hacer...que and verb (present)
30. Hacer...que and verb (preterit)
31. Present subjunctive used with emotion, impersonal, causing, doubt, denial, adjective, adverb, indirect commands
32. Past subjunctive used with sequence of tenses
33. Past perfect
34. Future perfect

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SPANISH III

SPANISH IV

SPANISH V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.

#### Skills/Objectives

The learner will demonstrate familiarity with:

1. Singular and plural of common nouns with their definite and indefinite articles
2. Singular and plural of subject pronouns
3. Possessive adjectives
4. Possession with de
5. Contractions al and del
6. Descriptive adjectives, agreement and syntax
7. Demonstrative adjectives
8. Prepositions
9. Adverbs of quantity, degree, and time
10. Interrogative expressions
11. Prepositional pronouns
12. Rejoinders and interjections
13. Expressions: tener expressions, hace with weather, hay, a la derecha, and a la izquierda
14. Negation
15. Diminutive forms of words
16. Selected forms of llamarse and gustar
17. Expressions of agreement
18. Expressions of confusion
19. Affirmative and negative words
20. Basic adverbs
21. Basic adjectives and nouns dealing with contrasts, professions, nationality, and physical and emotional states
22. Comparative and superlative forms of adjectives/adverbs
23. Isimo

SPANISH I

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SPANISH IV

SPANISH V

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

FOREIGN LANGUAGE					SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
<b><u>Skills/Objectives</u></b> (continued)									
24. Appropriate use of single direct and indirect objects in affirmative, negative, interrogative, and commands						I	E	R	A
25. Differences between por and para						I	E	R	A
26. Position of adjectives to change meaning							I-E	R	A
27. Transitional words and phrases (despues, entonces)							I-E	R	A
28. Causality phrases (por eso, por lo tanto, a causa de)							I-E	R	A
29. Possessive pronouns							I-E	R	A
30. Relative pronouns							I-E	R	A
31. Use of double object pronouns in affirmative and negative statements, interrogatives, and imperative sentences							I	E	R
32. Complex idiomatic expressions									I-E

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

A varied repertoire of vocabulary topics is essential to communication in everyday situations.

#### Skills/Objectives

The learner will demonstrate an understanding of the following vocabulary topics:

1. Health
2. Greetings
3. Leave-takings
4. Weather
5. Time
6. Age
7. Days of the week
8. Months
9. Seasons
10. Alphabet
11. Cardinal numbers to 1000
12. Color
13. Family
14. Rooms of the house
15. Personal activities
16. Meals
17. Food
18. Clothing
19. Animals
20. Body parts
21. Classroom objects
22. Classroom routine
23. School subjects

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SPANISH II

SPANISH III

SPANISH IV

SPANISH V

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## Waukesha, Wisconsin

## FOREIGN LANGUAGE

SPANISH I

SPANISH II

### SPANISH III

SPANISH IV

SPANISH V

24. Names
25. Interjections
26. Rejoinders
27. Sports
28. Leisure activities
29. Direction seeking and following
30. Getting a hotel room
31. Ordering a meal
32. Making an appointment
33. Using the post office
34. Making a phone call
35. Use of public transportation
36. Passing through customs
37. Shopping
38. Cashing a check or changing money
39. Social encounters
40. Tending to one's physical welfare
41. Cardinal numbers 1000 to million
42. Ordinal numbers 1 to 10
43. Personal information
44. Professions
45. Emotional and physical health and well-being
46. Nationalities and countries
47. Recreational pursuits
48. Daily activities
49. Nature

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Skills/Objectives (continued)

49. Nature
50. Relationships
51. Residence
52. Hobbies
53. Pastimes
54. Personal interests
55. Opinions and feelings
56. Daily routine
57. Weekend and evening activities
58. Current events
59. Politics
60. Aesthetic pursuits (movies, theatre, TV, books, magazine articles, art)
61. Special personal events (family get-togethers, weddings)
62. Holidays and other special events
63. Various modes of travel
64. Travel abroad

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

Culture is an integral part of learning a foreign language.

#### Skills/Objectives

The learner will develop a familiarity with:

1. Appropriate songs, rhymes, poems, proverbs
2. Geographical areas where Spanish is spoken
3. Common gestures and non-verbal communication
4. Typical names
5. Reading and writing addresses, phone numbers in Spanish fashion
6. Lack of capitalization (days of week, months, year, etc.)
7. Spanish syntax in expressing dates and abbreviation of dates
8. Recognition of 24-hour clock and Hispanic concept of time
9. Currency in Spanish-speaking countries
10. Basic geographical terms
11. Awareness of varied register levels in greetings
12. Family structure, including godparents
13. Daily life in Hispanic culture--food, school, sports, holidays, pastimes, clothing
14. Understanding and using the monetary systems of Hispanic countries
15. Recognizing and using signs for streets, public transportation, and public services
16. Understanding regulations and procedures involving customs, the post office, public transportation, and other public services
17. Locating necessary sources of information and help
18. Shopping in the Hispanic culture
19. Geography, cities, and major landmarks in the Hispanic world

SPANISH I

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Skills/Objectives (continued)

20. Types of work
21. Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)
22. Family, extended family, and personal relationships
23. Holidays and other special events
24. Typical reading materials (books, newspapers, magazines)
25. Media
26. Current events
27. Politics as a perennial and non-personal topic of debate, and the importance of being well informed on politics and current events in the Spanish-speaking countries, the USA, and the rest of the world
28. Geography
29. Various modes of travel
30. Travel abroad
31. Restaurants and meals in Spanish-speaking countries

SPANISH I

SPANISH II

SPANISH III

SPANISH IV

SPANISH V

# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

The communicative process of Spanish involves listening, speaking, reading, and writing in a wide variety of situational contexts.

#### Skills/Objectives

The learner will demonstrate an ability to:

1. Respond to basic questions used in class
2. Repeat basic questions, asking them of another student
3. Recite sequences, such as the alphabet, days of the week, months, seasons, numbers
4. Respond to visual cues dealing with colors, time, members of the family, rooms of house, body parts, etc.
5. Understand and recite orally songs, rhymes, and sayings
6. Seek information
7. Express confusion or lack of understanding
8. Follow directions
9. Make excuses
10. Ask permission
11. Express emotions.
12. Understand and use appropriate greetings and leave-takings
13. Understand and pronounce typical male and female names
14. Understand and give personal information in one- or two-sentence sequences, such as name, age, family members
15. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences: in the present, in the past, in the future, and using ir + a + infinitive

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Skills/Objectives (continued)

16. Manipulate memorized materials to fit the situation
17. Give one-sentence description of items, using adjectives of color and size
18. Give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken
19. Express likes/dislikes in single sentences using concrete vocabulary on topics such as food, clothing, colors, classes in school
20. Express agreement and disagreement with other students' likes and dislikes
21. Make simple inquiries orally to seek information
22. Gather information by reading or listening
23. Get people to restate things more simply or slowly
24. Complain or refuse politely
25. Give more extended personal information
26. Express physical discomfort and needs in a social situation
27. Describe medical/physical needs in very simple terms in a medical setting
28. Request help in attending to needs and/or uncertainties
29. Buy basic items in street markets or various stores
30. Cash a check and change money
31. Buy non-food survival items
32. Use a variety of social formulas (expressing politeness, apologizing, excusing oneself)
33. Issue and react to simple invitations
34. Arrange a meeting with someone at a specific time, place, and date
35. Use common and appropriate telephone phrases

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

SPANISH I

SPANISH II

SPANISH III

SPANISH IV

SPANISH V

### Skills/Objectives (continued)

36. Understand questions about themselves
37. Ask others for information about themselves
38. Understand extended answers to their questions
39. Recount a sequence of events that happened to them or someone else
40. Summarize a movie, TV program, book, magazine article, etc.
41. Discuss current events and express a reaction to them in simple, factual terms
42. Discuss plans for a future event (picnic, holiday, trip, etc.)
43. Understand others' accounts of all of the above
44. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.)
45. Influence or encourage someone to do something (change places on a train, return a purchase, etc.)
46. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)

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# SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

## COURSES

### FOREIGN LANGUAGE

#### Concept

Career development education is a process that enables students to learn more about themselves and their career options.

#### Skills/Objectives

The learner will:

1. Identify a wide variety of occupations.
2. Explain how education and work are interrelated.
3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.
4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.
5. Explore occupations to provide information on which to base vocational and educational decisions.
6. Demonstrate an understanding that knowledge of Spanish will increase one's chances of being hired for a job.
7. Demonstrate an understanding that knowledge of Spanish will make available opportunities for employment in Spanish speaking countries.
8. Demonstrate an awareness that certain jobs require a knowledge of Spanish.
9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of Spanish.
10. Demonstrate an understanding that the study of Spanish in the high school can directly affect the number of credits earned in college by means of retroactive credit for Spanish.

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